

Sample Course Coupons

Assignment Extension Coupon

Submit this coupon along with your assignment at the start of the class following the assignment due date.

Name: _____

Date: _____

Assignment: _____

This coupon cannot be transferred to another classmate. Once used, it is not redeemable for other assignments.

Quiz Exam Extension Coupon

Please notify me via email the day of the exam informing me that you plan to use your coupon. I will bring a copy to the testing center for you to take. You must take the exam within three days of the day it is administered.

Name: _____

Date: _____

Exam: _____

This coupon cannot be transferred to another classmate. Once used, it is not redeemable for other assignments.

Foster a Sense of Belonging to an Online Community

Research shows that feelings of isolation can be a major contributor to student attrition in online courses (Hart, 2012). These feelings are best addressed with practices that help to build a strong course community. This can be accomplished with assignments that require students to get acquainted with, respond to, and work with fellow learners (Nilson & Goodson, 2018).

For example, an introductory discussion forum can be designed to help students get to know each other at the very beginning of a course. Instructors can build upon this initial connection by creating pair and team assignments that require students to engage with each other regularly in real time. These types of personal interactions help students create a support network among their fellow learners (Conrad & Donaldson, 2011).

Below are examples of activities that help build a strong online course community.

Purpose	Activity
<p>Early in the course, provide an opportunity for students to meet each other, share their interests, discover their commonalities, and discuss their differences.</p>	<p>Introductory discussion forum: top five recommendations</p> <ol style="list-style-type: none"> 1. Post your preferred name, your year in school, and your major(s) and minor. 2. Provide a list of your top five recommendations of things to do, to see, and to eat that you would give to someone visiting your campus town or your hometown for the first time. 3. After you have posted, read through your peers' posts and reply to at least two people: <ol style="list-style-type: none"> a. one person with whom you have a shared or similar recommendation and b. one person who shared something new to you that you would like to try.
<p>Provide early follow-up opportunities for students to engage one-on-one with another student.</p>	<p>Think-pair-share options</p> <ol style="list-style-type: none"> 1. Assign students to read an article or chapter or to watch a video related to the weekly module's content. You might provide prompts such as: <ul style="list-style-type: none"> • How does this resource connect to previously learned content in the course? • What more do you want to learn about this topic in terms of your own learning goals? • Write down two to three questions that you have about the assignment. • Write down two to three things you found most interesting about the assignment. 2. Create pairs of students, and have them share their written responses, insights, and questions via chat, by text, by video chat, or by phone. Ask that one student from each group post the insights or questions from their shared exchange to the full class discussion forum with a prompt such as: <ul style="list-style-type: none"> • What we wish we understood better. • What we thought was most interesting. 3. After all pairs have posted to the full class discussion forum, follow up on the discussion forum or use the learning management system's (LMS's) announcement tool to: <ul style="list-style-type: none"> • summarize posts and highlight any themes, • clear up any points of confusion, and • connect the discussion to the next activity in the module.

<p>The purpose of this activity is to provide students with an opportunity to work together—apply the concepts and skills learned to a real-world scenario.</p>	<p>Small group activity: Real-world scenario discussions</p> <ol style="list-style-type: none"> 1. Create discussion groups of four to five students, and provide a private discussion forum for each small group. You may also encourage group members to use other communication tools that they may be more comfortable with to facilitate more open and free dialogue. 2. Provide a real-world, problem-based scenario designed to have students apply what they have learned from course readings, minilectures, or problems. 3. Ask students to deliberate various solutions to the scenario and come to an agreement on one solution to share with the full class. 4. Assign one student from each small group to post their group’s solution to the full class’s discussion forum. 5. Ask students to read and reply to at least two other group’s solutions. 6. End the activity with a summary of the full class discussion, highlighting the similarities and the differences, and clarifying any misconceptions. <p>NOTE: You may consider assigning or letting students choose group roles. Below are some examples of roles that are helpful for effective small group discussions that require reporting back to the full class discussion forum.</p> <p>A facilitator or leader—helps the group to begin interacting and moderates discussions, ensuring everyone is involved. A facilitator or leader makes sure that all of the discussion questions and prompts are addressed—and that the other group roles are being fulfilled.</p> <p>A reporter—summarizes the small group’s discussion and posts it to the full class discussion forum.</p> <p>A critic—raises counterarguments and/or introduces alternative viewpoints.</p> <p>A checker—confirms that required readings or resources are being used in discussions and that they are cited correctly in the group’s summary post.</p>
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Provide a Module Road Map

Providing a road map of the week’s module will help students to put the module content in context and to plan their work time more effectively. A module road map should include the following.

<p>Module identifiers</p>	<ul style="list-style-type: none"> • Week number or module number • Beginning date and end date • Unit name or topic title 										
<p>Module introduction</p>	<p>How does the topic fit in with previous modules? How does it connect to the course’s learning outcomes?</p>										
<p>Unit or module learning outcomes</p>	<p>At the end of this module, students will be able to</p> <ul style="list-style-type: none"> • demonstrate... • apply... • evaluate... 										
<p>Sequence or order of tasks to complete this week (Each item should be linked to associated rubrics and/or to assignment directions.)</p>	<ul style="list-style-type: none"> • First item students need to do in the module. • Second item students need to do in the module. • Third item students need to do in the module. 										
<p>Deadlines for exercises, assessments, and readings</p>	<table border="1"> <thead> <tr> <th data-bbox="670 1241 1118 1310">Item</th> <th data-bbox="1118 1241 1411 1310">Date</th> </tr> </thead> <tbody> <tr> <td data-bbox="670 1310 1118 1379">Exercise or assignment</td> <td data-bbox="1118 1310 1411 1379"></td> </tr> <tr> <td data-bbox="670 1379 1118 1449">Assessment</td> <td data-bbox="1118 1379 1411 1449"></td> </tr> <tr> <td data-bbox="670 1449 1118 1518">Discussion forum</td> <td data-bbox="1118 1449 1411 1518"></td> </tr> <tr> <td data-bbox="670 1518 1118 1587">Read pages x–xx</td> <td data-bbox="1118 1518 1411 1587"></td> </tr> </tbody> </table>	Item	Date	Exercise or assignment		Assessment		Discussion forum		Read pages x–xx	
Item	Date										
Exercise or assignment											
Assessment											
Discussion forum											
Read pages x–xx											
<p>Multimedia resources and required readings</p>	<p>Provide reference information and links for required or additional readings and multimedia resources.</p>										
<p>Reminders of upcoming or ongoing assignments</p>	<ul style="list-style-type: none"> • Continue working on... • Prepare for next week’s... 										

Have Students Develop a Course Plan and Weekly Schedule

Planning work time for online courses can be particularly challenging since there is no scheduled in-class time. Typically, a 15-week online course requires at least six productive hours of learning time each week (Boettcher & Conrad, 2016). The learning time includes activities such as reading and processing content, participating in online discussions, completing assignments, and/or collaborating in group work.

During the first week of the course, it is helpful to have students identify the times, the places, and other logistics for completing coursework (see *Developing a Coursework Plan* below) and then use this information, along with the course calendar, to develop a specific plan for completing weekly assignments (see *Weekly Schedule* template below). Require students to meet with you during virtual office hours or set up an appointment to review their plan, and help them assess whether the plan is realistic and adequate to meet the demands of the course. It's helpful to remind your students that it can take 10 scheduled hours to achieve six productive hours—due to interruptions, transitions to the scheduled place to work, and sometimes simultaneously managing work and/or home-life obligations. Helping students to be realistic about how much time they will need to schedule to complete coursework will help them to meet course expectations successfully. (Boettcher & Conrad, 2016).

Below is a guide you might use to help students develop a coursework plan.

Developing a Coursework Plan

Since we do not have scheduled time in a classroom, it is helpful if you take time now to decide specifically where, when, and how you will complete your coursework throughout this semester. Please use the questions below to plan where, when, and how you will complete the coursework.

When to work?

In the first column of the coursework plan below, fill in the time frames that you have available each day to complete coursework. Remember, even blocks of 10 to 15 minutes can be effectively used for engaging with some aspects of coursework. Make sure that you have at least 10 hours available throughout the week, or you may have trouble completing the coursework.

Where and how to work?

Focused work. Some assignments, such as those that require reading, writing, and critical thinking, are best done in places where you can sit down and focus. Make a list of the places where you can accomplish focused work (e.g., home office, home sofa, coffee shop, library).

In the second column of the coursework plan, rank the places that you have listed—from the most productive to the least productive.

Chunked work. Not all online coursework needs to be completed while sitting in front of a computer. Some coursework such as watching a video lecture, listening to a podcast, or reading

discussion forum posts can be carried out on your smart phone or other mobile device. This means you may be able to engage with some course content while you are doing other things such as standing in line at the bank, taking a break at work, waiting to pick up your children, commuting to or from work, and exercising.

In the third column of the coursework plan, write down any of your daily activities that lend themselves to integrating small chunks of coursework.

Coursework Plan. Read the descriptions above, and fill out the following table to help you assess when, where, and how you will engage in your coursework. The information in this table will help you develop your weekly schedule.

Coursework Plan (Example)

When to work	Focused work	Chunked work
Mondays, 8:00–9:00 a.m. and 7:00–9:00 p.m.	1. library (most productive)	1. driving to work
Tuesdays, 8:00–9:00 a.m. and 4:00–6:00 p.m.	2. home office	2. picking up kids from practice
Wednesdays, 7:00–9:00 p.m.	3. coffee shop	3. during my lunch break
Thursdays, 7:00–9:00 a.m. and 5:00–7:00 p.m.	4. on the couch	4. waiting for my doctor’s appointment
Fridays, 12:00–1:00 p.m. and 4:00–6:00 p.m.	5. at the office (least productive)	5. jogging
Saturdays, 6:00–8:00 p.m.		
Sundays, 8:00–10:00 a.m.		
Total estimated time each week: 18 hours		

Developing a Weekly Schedule

Weekly schedule. For this activity, use your coursework plan and the course calendar to schedule the location and time needed to complete the assignments for the week.

Schedule where to work. For assignments that require more concentration or higher level thinking, such as reading articles, writing discussion board posts, or working on problems, schedule time in the places you identified as your most productive places.

For assignments that require less concentration, such as watching a video, listening to a podcast, or reading discussion threads, schedule time in places that are the most enjoyable for you or that fit into your other work/life activities.

Schedule when to work. When looking at the time you have allotted for coursework each day, be sure to account for any time you need to transition to your chosen online working place. For example, if you plan to complete one hour of work at Starbucks, you should schedule more than one hour so that you have time to get there, settle in, and get your coffee.

Specify tasks to complete during each work period. Weekly modules require diverse tasks such as reading chapters or articles, watching a video, responding to discussion posts, or writing a reflection. Decide on a specific task you plan to complete for each scheduled block of time. Some assignments such as discussion board posts require multiple steps (1. Reading/watching new content, 2. Thinking about the questions, and 3. Writing your post), make sure to schedule time for each task.

Get your tools and resources ahead of time. If you have a writing assignment than requires you to cite sources, schedule separate time to search for appropriate articles or other resources prior to your scheduled time for writing, so that you can focus on writing during your allotted writing time.

Below is an example of a weekly schedule that you can use to help you build your own.

<p align="center">Weekly Schedule (Example) Plan a schedule for each week based on your coursework plan and the course calendar. Make sure to note due dates.</p>		
When will you have time to work on weekly assignments?	Where will you work?	What will you accomplish at the specified times and places?
Monday • 8:00–9:00 a.m. • 7:00–9:00 p.m.	home office	<ol style="list-style-type: none"> 1. Make a weekly plan, and collect all readings for the week. 2. Start the weekly reading assignment.
Tuesday • 8:00–9:00 a.m. • 4:00–6:00 p.m.	coffee shop library	<ol style="list-style-type: none"> 1. Finish the weekly reading. 2. Write notes for my discussion post.
Wednesday • 7:00–9:00 p.m.	home office	<p>Discussion post due at 11:59 p.m.</p> <ol style="list-style-type: none"> 1. Write, revise, and post to the discussion forum. 2. Prepare for my reflection paper assignment due on Sunday. (Finish the readings, and complete my prewriting and brainstorming.)
Thursday • 7:00–8:00 a.m. (on the way to work) • 5:00–7:00 p.m.	in the car on the couch	<ol style="list-style-type: none"> 1. Listen to the podcast. 2. Read and respond to the discussion posts.
Friday • 4:00–6:00 p.m.	home office	<ol style="list-style-type: none"> 1. Complete the draft for my reflection paper.
Saturday, no work scheduled		
Sunday • 8:00–10:00 a.m.	home office	<p>Reflection paper due at 11:59 p.m.</p> <ol style="list-style-type: none"> 1. Revise my reflection paper, and submit the completed work.

Coursework Plan Template

When to work	Focused work	Chunked work
Mondays,	1. _____ (most productive)	1. _____
Tuesdays,	2. _____	2. _____
Wednesdays,	3. _____	3. _____
Thursdays,	4. _____	4. _____
Fridays,	5. _____ (least productive)	5. _____
Saturdays,		
Sundays,		
Total estimated time each week:		

Weekly Coursework Schedule (Template)

Plan a schedule for each week based on your coursework plan and the course calendar. Make sure to note due dates.

When will you have time to work on weekly assignments?	Where will you work?	What will you accomplish at those specified times and places?
Monday,		
Tuesday,		
Wednesday,		
Thursday,		
Friday,		
Saturday,		
Sunday,		

Scheduling Regular Reminders

Sending reminder announcements throughout the week can help keep students on track and communicate your support and encouragement (Boettcher & Conrad, 2016). By writing your announcements at the beginning of the week you can save time. In fact, some learning management system (LMS) platforms allow you to write announcements in advance and schedule them to be sent on specific days and times.

Below are some suggestions for regular reminders.

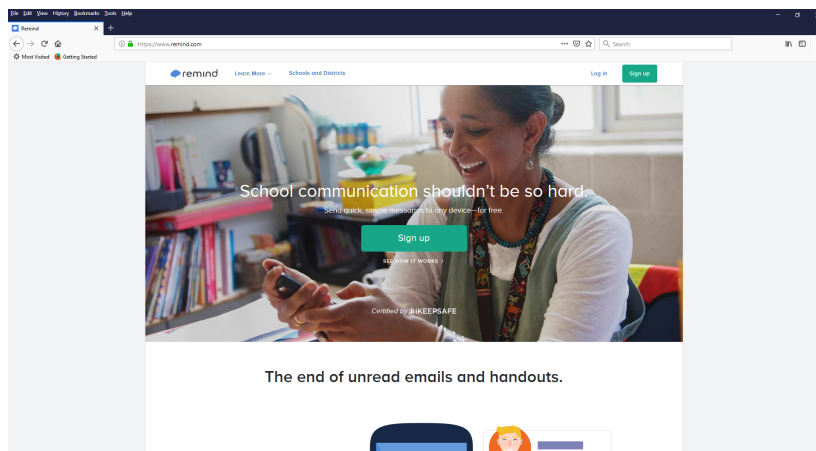
When	What	Example
At the beginning of the week (Sunday or Monday)	<p>Provide a quick overview of the new module, or recap the topic you are covering in an existing module or unit.</p> <p>Remind students of important assignments or due dates for the week.</p>	<p><i>Happy Monday, everyone! We have an exciting week ahead as we begin the module on sustainability issues in urban environments! I think you'll enjoy the introduction video, because it shows you firsthand some of the sustainability issues many communities are facing.</i></p> <p><i>To build a foundation for our case study work later in the week, you'll need to read three articles, which I've posted in this module's reading and resources folder along with a study guide to help you focus on the key concepts.</i></p> <p><i>We'll spend the rest of the week in discussion groups working through some challenging case studies. After your group discussion, you'll write and submit your own analysis and proposed sustainability plan, due by Sunday night at midnight.</i></p>
Throughout the week	Send a reminder the day before the due dates for initial posts in discussion forums and for assignment submissions.	<i>A friendly reminder—don't forget to post your responses to the discussion questions by tomorrow at 5:00 p.m. I look forward to hearing what you have to say!</i>
At the end of the week (Thursday or Friday)	Send a reminder to submit any missed assignments, to point out due dates for ongoing assignments (e.g., projects and papers), and to emphasize any work that needs to be completed over the weekend.	<p><i>We're about to wrap up this module, but before we move on, I want to make sure that you're all caught up with your coursework. I will check the gradebook and send reminders to those of you who are missing any assignments. I encourage you to beat me to it by going through your gradebook and finishing up anything that is incomplete. I will deduct half the normal late points if you submit the assignment before I check!</i></p> <p><i>I also want to remind you that your phase two project assignment is due at the end of next week. This means you'll need to have your first draft posted to your peer review group no later than Wednesday. I know there is a good deal of work due next week, so I strongly encourage you to find time to get started on it over the weekend. I'll be available over the weekend to answer emails and on Monday afternoon for open office hours to discuss any questions that you have about the project assignment. Thanks for another great week!</i></p>

Technology Tools for Effective Online Teaching Practices: Remind

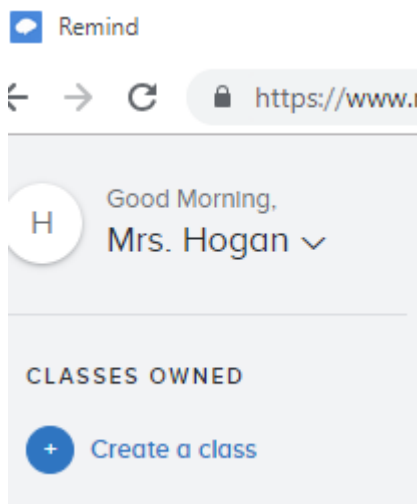
Remind is a free web 2.0 tool designed for educators to send anonymous text messages to students. Instructors can use Remind to help students persist in their studies by sending regular reminders about assignments and due dates. Additionally, this tool can be used to help instructors support student success by sending motivational text messages.

Steps with screen shots:

1. Go to www.remind.com.
2. Sign up. (It's free.) Once signed up, log into your account.




3. On the top right of the page click on “Create a class.”



4. Name your class. You will then get a class code.

Create a class



[Edit icon](#)

Class name


Class code

School

I will only message people 13 or older
It's okay if students are under 13. We'll ask for a parent's email address to keep everyone in the loop.


[Create](#)

5. Click on “Send a message” to create your first message. '




ACUE
@d7e244

MESSAGES FILES PEOPLE



ANNOUNCEMENTS

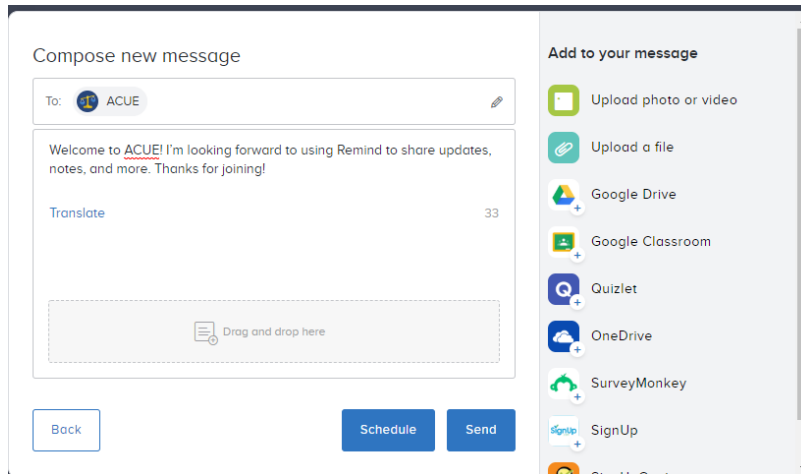


ACUE
Send your first announcement

CONVERSATIONS

[Send a message](#)

6. Compose your message and then click “Schedule” to schedule the date and time you would like your message to be sent.



7. ' Share your class code with your class so they can sign up and receive text messages! Here is an example post:

Title: Sign up for REMIND

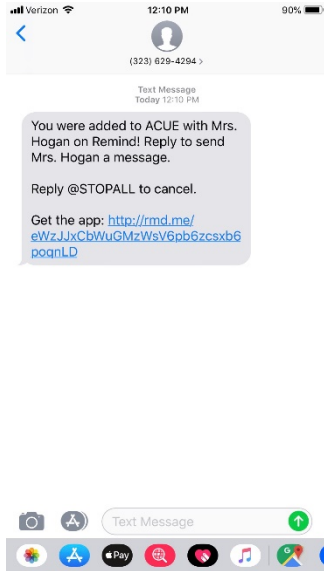
Hi Class,

Remind is an additional communication tool that allows us to communicate outside of the online classroom. I will be sending text messages each week with tips and reminders on the weekly assignments. If you wish to receive these messages, please follow the instructions below to sign up.

- Text @d7e244 to the number 81010 and you will receive a welcome text from Remind. If you have trouble with 81010, try texting @d7e244 to (804) 269-8104.
- You can also join via this link: remind.com/join/d7e244

I hope you join me in using this fun text messaging tool!

8. Your students will receive a text message that looks like this once they are signed up:



9. Start scheduling motivational messages, weekly reminders, assignment tips, and important announcements in Remind!

Send Messages of Encouragement and Support

Feelings of discouragement can set in as early as the second week of a course because the assignment requirements and due dates start to feel overwhelming and beyond the student's available time for learning (Conrad & Donaldson, 2011). Students who are getting behind or are struggling in the course may be encouraged by a personal and supportive email from the instructor (Stavredes, 2011).

Below are practices that can encourage students to persist in your online course.

Hold virtual office hours. Require students to meet with you at least one time early in the course. A positive experience during this initial meeting increases the likelihood that students will reach out to you if they need support throughout the course (Boettcher & Conrad, 2016). Regularly remind students of your virtual office hours to ensure that they understand you are eager to help and support them.

Address early warning signs by offering support. The gradebook function in your Learning Management System (LMS) allows you to identify students who have not posted an assignment or discussion. Rather than wait until a student is dangerously far behind, instructors can quickly reach out to them regarding a delayed or missing assignment or post. This type of communication lets the student know that the instructor is attentive and cares (Boettcher & Conrad, 2016). For example,

Hi Morgan! I notice that you missed the discussion board deadline this week. So, I wanted to check in and see if everything is okay? Are you having any trouble with the material? Please let me know if there is anything I should know or any help I can offer. I look forward to hearing back from you and helping in any way I can!

Send reminders with encouragement. When you send reminders about assignments, let students know that you understand it can be challenging to keep up with coursework. Let them know that taking small steps to get started and making daily efforts can help prevent feelings of being overwhelmed (Allen, 2015). Expressing empathy and confidence in their ability to overcome obstacles will also help them develop self-confidence and feel encouraged to persist through the challenges. For example,

Greetings all! Happy Monday! As I mentioned last week, this week's module is a challenging one because we will be grappling with the complexity of medical ethics. I've designed this week's assignments to introduce you to the topic, give you a chance to test your understanding, discuss with your peers, and then apply the concepts to real-life

scenarios. I will be sending you daily reminders to help keep you on track because I know it can be difficult to keep up with this coursework along with everything else you have going on in your busy lives. I also know that every single one of you in our learning community has what it takes to rise to this challenge. So, I look forward to another week of engaging discussions as we grapple with life-and-death situations!